





Image 1

Joe Brubaker

Jacque

Wood sculpture, mixed media

12 x 10 x 5 inches

I SEE / I THINK / I WONDER

A routine for exploring works of art and other interesting things.

Ask

- What do you see?
- What do you think about that?
- What does this make you wonder?

WHY

To help students make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.

HOW

Ask the students to make an observation about the artwork and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork.

The routine works best when a student responds by using the three stems together at the same time, i.e. *I see? I think? I wonder?*





Image 2

Joe Brubaker

Oliver

Wood sculpture, mixed media

26 x 15 x 6 inches

CREATIVE QUESTIONS

A routine for creating thought-provoking questions.

Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions.

Ask

Why? What are the reasons? What if? What is the purpose of? How would it be different if? Suppose that? What if we knew? What would change if?

Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments.

(If you have the time, you can discuss more than reflect: What new ideas do you have about the artwork or topic that you didn't have before one question.)

WHY

Use Creative Questions to expand and deepen students thinking, to encourage students curiosity and increase their motivation to inquire.

WHEN

Use Creative Questions when you want students to develop good questions and think deeply works about of art or topics in the curriculum.

HOW

Work as a whole class or in small groups. Or mix it up. For example, do Step 1 as a whole class, do Step 2 in pairs and Step 3 as a whole class again.



Image 3 and 4

Joe Brubaker

The Wicker Man Project

[Detail image not shown]

Donna Seager Gallery, San Rafael, CA

2008

PERCEIVE, KNOW, CARE ABOUT

A routine for getting inside viewpoints.

Three core questions guide students in the process of exploring a viewpoint:

1. What can the person or thing *perceive*?
2. What might the person or thing *know about or believe*?
3. What might the person or thing *care about*?

What kind of thinking does this routine encourage?

This routine helps students to explore diverse perspectives and viewpoints as they try to imagine things, events, problems, or issues differently.

What are some tips for starting and using this routine?

This routine asks students to step inside the role of a character or object from a picture they are looking at, a story they have read, an element in a work of art, an historical event being discussed and so on and to imagine themselves inside that point of view. Students are asked to speak or write from that chosen point of view.

In getting started with the routine the teacher might invite students to look at an image and ask them to generate a list of the various perspectives or points of view embodied in that picture. Students then choose a particular point of view to embody or talk from, saying what they perceive, know about and care about. Sometimes students might state their perspective before talking. Other times, they may not and then the class could guess which perspective they are speaking from.

In their speaking and writing, students may well go beyond these starter questions. Encourage them to take on the character of the thing they have chosen and talk about what they are experiencing. Students can improvise a brief spoken or written monologue, taking on this point of view, or students can work in pairs with each student asking questions that help their partner stay in character and draw out his or her point of view.

How does it make thinking visible, and how can I document it?

Students' responses can be written down so that various perspectives can be examined and contrasted. This might take the form of a grid in which the perspectives are listed at the top and the three questions down the left-hand side. Using the grid, a teacher might ask, *whose position seems the most similar to each? Different? Most like your own?*